3: Wallace & Hoebel E-4, 5 (1933, 1945) 1952
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playing at the tasks which her mother performed. She was given a doll, dressed usually in deer skin, which she took everywhere with her. She might be lucky enough to have a toy cradle and carry her doll on her back in the fashion of her mother. As she grew older, she learned to dress and undress her doll and to make for it the necessary articles of clothing. Little girls learned to ride almost by the time they were able to sit astride a horse and hold the reins. Although they never spent as much time as the boys in practice, they became good horsewomen, so proficient that often the white campaigner was unable in the midst of battle to distinguish men from women.

There was a very close relationship between a girl and her mother's sisters. They were not called aunt, but *pia*, "mother," and the relationship was that of a mother to her daughter. A woman called her sister's child her own and aided in its instruction. There was even less formality between a girl and her mother's sister than between the girl and her mother. It was the grandparents who spoiled the child. The maternal grandmother was the girl's favorite. She was called *kaku* and she in reciprocity called her daughter's children *kaku*, too. Their social positions were theoretically equivalent. The *kaku* was likely to be congenial and indulgent with the child, and the relationship was much more intimate than between mother and daughter.[4]

As a girl grew older, she was given small tasks. She was first required to carry water and, when still older, she began to go for wood. Parties of girls, sometimes accompanied by a few women, went out from camp to bring in the wood. They also went with the women to gather wild fruits, roots, and nuts. At about twelve years of age, the girl began to learn to cut out moccasins, to cook, to dress hides, to make and set up a tipi—all the things essential for becoming the wife of a warrior.

The passage of a girl from childhood to young womanhood was an important occasion in her life, and was hardly less so to her family and the tribe. But since there was little anxiety about becoming a woman and a girl was already well-prepared for womanhood, and since the Comanches were a work-a-day, unceremonious people, there were no puberty rites. Among well-to-do families the event was the

[4] For a detailed analysis of Comanche kinship relations and terminology see, Hoebel, "Comanche and Hekandika Shoshone Relationship Systems," *loc. cit.*, 440–57.

3: Wallace & Hoebel E-4, 5 (1933, 1945) 1952
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that the boy would need to know. The maternal grandparent was the boy's favorite, and each called the other *ɔk*. 868 603

After the grandfather, those next most likely to manifest interest in instructing the boy were his father, elder brother, and father's brothers, who were called "father," *ap'*. With the mother's brother, who was called *ara*, "uncle," less formal respect was customary, for the *ara* and the boy were on a footing of easygoing comradeship. A boy could borrow his *ara's* goods without asking, and he could count on his *ara's* aid if he got into a scrape. The uncle, also, in reciprocity, addressed his sister's son as *ara*. A man called a brother's child his own[5] and addressed it as "son" or "daughter." 868 604

After the boy had received his bow and had been instructed in its use, he spent much time in practice. As he improved in skill, he hunted small birds with other little fellows of his age; and as he grew older, he ranged farther and farther from camp in search of larger game. He learned that hunting was not merely for pleasure but was serious work, that his ability as a hunter might mean the difference between food, shelter, and clothing and starvation and exposure. He was encouraged to become a good hunter, and when successful, he received the coveted praise. His first great kill was celebrated as an important event in his life. 868

He learned to approach game with patience, caution, and quietness; learned to take advantage of vegetation, of physical features, and of the wind; learned how to make a surround—lessons which would be valuable in real hunts when he grew up. He came to understand the signs of the prairie, how to observe the habits of wild animals, to know where they might be found, and how they reacted under different conditions.

A boy was allowed much liberty, and although his parents were firm, he was seldom scolded or punished. He was not expected to perform any menial labor about the camp and was always treated with great consideration, for "he is going to be a warrior and he may die young in battle." 858

The Comanche boy in his daily life was learning to be self-reliant, but at the same time his play habits were fostering manly comradery. Most of the daytime hours of the pre-adolescent boys were 857

[5] Informant: Medicine Woman.

9: Gladwin E-5 (1940) 1948 NO6 Comanche NO6

though this was not invariable. There was apparently no ceremony connected with adoption. 597

An illegitimate child was a great shame to all members of the family, and especially to the girl's brother, whose prestige was to some extent a reflection of that of his family. It was usually brought up by the girl's mother, whom it would call mother. Some pressure was put on the boy by the girl's parents to marry her, but he could not be forced to do so. The girl's family referred to him teknonymously, but his family apparently did not recognize the relationship at all. Her marriage possibilities were somewhat reduced by this unfortunate happening, and she might well become only a secondary wife of some older man. 848 [558] [551]

Twins were not wanted, and were generally considered a danger to the mother, as well as to all her blood kin to a lesser degree. This was especially true as they grew up, suggesting the effects of the gradual emergence of the child's personality discussed above. Some women, with the assistance of powerful names for the children, disregarded this belief and raised them together, but others disposed of the younger twin. If some woman did not come and offer to take one, it might be laid outside the tipi somewhere, where someone invariably came to get it. The mother attempted to forget it. If one twin died, all the clothing and other things which had been prepared for it were buried with it, and the mother or her sister made a round of the camp collecting what was offered in the way of other clothes. 845 [184] [847]

Among the parents' siblings, there is a definite emphasis on the mother's side. The mother's sisters were apt also to be married to one's father and, even if not, were usually around the family helping if possible. The mother's brother is also considered to be a source of guidance, assistance, and favors of fairly major proportions; it is significant that he, also, is permitted to give away a girl in marriage. As usual, behavior toward more distant parents, aunts and uncles depends on personality and propinquity; whether or not they have any children of their own is also often of importance. TY's father remained with her mother's family to marry two more sisters, so that she was brought up in the midst of a great number of maternal relatives. The members of this extended family were rather strikingly unprolific, so that she had very few even distant siblings; as a result she received a great deal of attention and an almost continuous stream of extremely valuable gifts from all her parents, aunts and uncles, even though related in very roundabout ways. Her younger brother, incidentally, became a favorite child according to the best institutionalized patterns. 604 ● 593

Husband-Wife. Wives were very clearly dominated by their warrior-husbands, and acceded to their wishes in all matters, including the treatment of children. Men could, and often would, beat their wives on any pretext they chose, while a wife's infidelity frequently led to extremely harsh treatment, 593 684

31: Jones E-5 (1967-1970) 1972 NO6 Comanche NO6
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115 159 603 855 [765] people like now. I remember that when I was small I watched long bunch of white peoples come in here and up to today that's almost all there is around here. In them days, no fences and no white people. And my grandmother knew that before it happened. She know lot of things like that too. And when what she says happens I was sure surprised, but it made me believe her better. She had a big hunk out of her ear. She cut her ear up when her brother died in the war . . . to show how sorry she was, but I didn't know that and I would joke her and tell her, "What's the matter with your ear? Did a mule bite it off?" She would tell me what happened to it. I would ask her all sorts of things and she would always tell me something on it. She's the one who told me to take my mother's doctoring-way when I was getting older. I didn't want it because I thought it was silly or nasty, but my grandmother said that soon in the future there wouldn't be hardly any Indian doctors left and she sure was right on that. I really cried when she pass on, because she had been so good to me, bringing me along like she did. So now, up to today, my daughters got kids and my son. I try to be like my grandma. I tell them old ways that I can remember, but, you know, they don't hardly care for it. They getting to be more like white peoples every year that pass: My grandmother told me all this would happen too.

115 159 604 756 755 Sanapia's maternal uncle, an eagle doctor like her mother, was very active among peyotists in southern Oklahoma. Her first recollections of peyote meetings were those which were directed by her uncle, and it was through him that Sanapia later learned the manifold uses of peyote as a medicine. Her mother also utilized peyote as a medicine, though not to the extent to which her uncle employed it. Sanapia's paternal grandfather was also a "strong peyote man." Thus early in life Sanapia was impressed with the importance of peyote by two very influential family members.

Religious Influences

115 159 771 Sanapia was reared in an atmosphere colored by three basic approaches to supernaturalistic realms—the Christianity of her father, the peyotism of her uncle and paternal grandfather, and the more customary Plains pattern of vision quests and guardian spirits as embodied by her mother, the eagle doctor. Through this liberal education she learned the basic tenets of each and managed to syncretically combine elements of all three into the validating and supportive unity by which she now lives and finds the rationalization for her own supernatural prerogative as a Medicine woman.

She quite naturally deemphasizes the differences and emphasizes the similarities in these three supernaturalistic systems. She is very fond of making comments like the following:

115 159 771 755 You know, the bible says that when Jesus was on earth he would heal people. His disciples had that same power as Him, and I know I'm just like them. I got power in my hands to heal peoples too. You can read the bible to find out that Jesus gives those people power to help people that got sickness, and it's just like that with me. When I pray, I feel just like, well, the Lord says, "You go heal that person. I give you power to do that and give you a good mind . . . put power in your hands. When you touch anybody like that, you'll get them well." That's what I always thought, you know. Use the bible like that.

31: Jones E-5 (1967-1970) 1972 NO6 Comanche NO6
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ceremony was similar, in its essentials, to the following description given by Sanapia of the blessing by her grandmother:

> One morning she told my mother, "This morning I'm going to bless my granddaughter. I want to fix it. I want my son to go out there and build a fire and when it turns to coals he could bring me some." And she had a little iron bucket, you know, and she said, "Put that big coal in this iron and bring it into my tepee. I want to bless her so she could live a long time and help people. And then she going to have children. And whatever she wants, anything at all, she's going to get it . . . easy way . . . she won't have to work, she won't have to do nothing." That's what she said, and then she blessed me. I was pretty good size, about fourteen I guess. She blessed me with all what she said and then she put cedar on them coals and she pray and sing. Then she put her hand on my head and I inhale that cedar and she fan it on my legs and arms, all over my body. She would sing a song and then she prayed some more. And you know, in them days I never did know how they prayed, but she would pray and she said, "You, I don't know what you are, but I want you to bless this little girl so she can grow up and live to be an old lady like me. You, the one who go in the night and watch people, I don't know who you are, but you're like that, bless her. And this earth, I want her to walk on you for many, many years. I want her to be strong and healthy and I want her to live many years." And after she got through, she took that red paint and put water in it and rubbed it like that. Just smeared it all on my face, and rubbed it from my knees down to the bottom of my feet. Then she said, "Now, she's going to stand on this earth. This paint comes from the earth and she's going to stand on it. And she's going to live long life after she gets old. Help peoples. And when she gets real old, and her hair turns gray and white and her teeth fall out, well, that's when she's going to die." That's what she told me.

In the early 1900s a flu epidemic struck the Comanches. Sanapia was afflicted, and her maternal uncle was summoned to treat her. It was during this treatment that the uncle gave his consent by including phrasing in his standard blessing ceremony at the termination of treatment which meant that Sanapia would regain her health only if she would devote her life to the profession of doctoring. Frightened by this bit of "blackmail," Sanapia promised that she would always strive to be a good woman and a good doctor. As a symbol of her promise, the uncle gave her a new name, "Memory Woman," signifying that Sanapia should never forget the oath made to her uncle as a condition for her regained health.

The next to give consent was the grandfather, but the final and most crucial consent needed was that of the mother. It was given early in the last year of training. With the mother's blessing–consent, the actual transfer of power began. This transference of supernatural power from the mother would progress through four stages, culminating in Sanapia's four days and nights of solitary meditation. The four-day ordeal, or vision quest, signals the termination of training, for it is at this time that the neophyte eagle doctor's power is tested during the period of solitary meditation as the ghosts converge on him in an attempt to frighten and harass him to the point that he will renounce his Medicine. In other words, even with the consent of the teacher and the three advisers, the actual fait accompli is ultimately the outcome of a kind of mystical combat between the